



Blackhorse Primary School SEND Graduated Response 25-26

QUALITY FIRST TEACHING (QFT)

Evidenced Based Intervention

Cognition and Learning

Reading Intervention Team (RIT)

Inference Training

Nessy

Colourful Semantics

Shape Coding

Speech Language and Communication:

SALT Therapist (1 days/week)

Attention Autism

Speech and Language Therapy

Talk Boost KS1/Ks2

Lego Therapy

Physical and Sensory

OT: Smart Moves/Stepping Stones/Fine motor skills programmes

SEMH

Nurture Interventions (including Boxall)

Trauma Informed approaches (Anna Freud)

Zones of Regulation / 5 point scale

Anxiety Gremlin

High quality and inclusive teaching for every child in a classroom

Effective learning strategies in place e.g. differentiation and adaption

Support for wellbeing and developing resilience

Adaptive teaching across the curriculum

A warm and welcoming classroom environment where resilience is encouraged and students can develop their own strengths and interests

Positive behaviour focusses with all children being Kind, Respectful and Safe

A culture of aspiration, effort and success for all.

Dyslexia friendly classroom

Teaching strategies to support Neurodiversity and accessible learning

Staff who have a strong awareness identifying and mitigating barriers to learning

Regular opportunities to demonstrate and check progress through formative and summative assessments

Encouragement for all to experience a wide range of high-quality extra-curricular activities

Consistent, tidy and organised learning environments

Continued professional growth

Specialist and experienced staff to support learning

SENCOs Surgeries to support differentiation and adaption teaching and learning. SENDCO observations.

Extensive opportunities to outdoor learning: Play pod, Enrichment, extra-curricular opportunities

Regular training for Teachers and support staff in specific areas of need or barriers to learning.

Access for all to Nurture and Family Link as required

Screeners and assessments to support identification of need e.g. Dyslexia, Boxall,

Supported transtions

Universal offer of Resources and tools to support individuals to access learning may include: coloured overlays, enlarged text, wobble cushions, fiddle toys, oral sensory support, fine motor aids, movement breaks, writing slopes, sensory circuits, reading rulers, lap tops, talk tins, IPADs etc.

MONITORING

Early Identification of barriers to a child's learning

Child discussed with SENCO (observation, monitoring and review) due to possible concerns over progress or accessibility to learning

Targeted monitoring plan identifying strengths, barriers and outcomes

SENCO Involvement (observation, support, monitoring, screenings)

Home/School Strategies signposted and shared with parents

Evidence based interventions in place and reviewed for impact

Access and signposting to additional support including: Reading Intervention Team, Family Link, Nurture interventions, School Counselor.

Some external agency support, including cluster EP, SALT, OT, Sensory Services - HI and VI.

Enhanced Transitions

SEND SUPPORT

Child discussed with SENCO and monitored due to concerns over progress or accessibility to learning child registered as SEND support and parents informed in partnership. Child is receiving above Quality First teaching offer.

• Identification of specific need or barrier within the 4 areas of need

• Targeted monitoring identifying strengths, barriers and outcomes supported through an Individual Provision Map (IPM)

• 3 x Year IPM Review and Target Setting including pupil voice and parent view

• continued SENCO Involvement through observation, support, monitoring and SEND Surgeries.

• Link EP Involvement.

• Home/School Strategies signposted and shared with parents

• Evidence based interventions in place and reviewed for impact deliver by teachers and support staff.

• Access and signposting to additional support for child and family including: Reading Intervention Team (RIT), Family Link, Nurture Interventions, School Counselor and SLT

• Enhanced transitions to support children through primary school and when transitioning settings at all stages of need

External Agency Involvement to identify and recommend strategies to support provision and meeting need

• Additional time if required to access learning

• Adaptations made to learning environment and daily provision inclusive of sensory movement break, learning tools and adaptive teaching and learning strategies.

EHCP

SEND Support PLUS:

Consideration and possible request for Education Health and Care Plan (EHCP) if a child "has special educational needs and will need additional support over and above the usual support arrangements available at their early years setting, school or college" (South Gloucestershire Local Offer).

Individualised and targeted Planning/provision towards key outcomes within EHCP. EHCP planning meeting at the start of year with SENDCo and staff

Targeted plan identifying strengths, barriers and outcomes reviewed regularly (3 per year)

Continued SENCO Involvement (observation, support, monitoring)

Home/School Strategies signposted and shared with parents

Evidence based interventions in place and reviewed for impact

Access and signposting to additional support including: Reading Intervention Team, Family Link, Nurture interventions, School Counselor

Enhanced Transition

External Agency involvement and review of outcomes

Annual Review of End of key stage outcomes involving all involved with the child.